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ABSTRACT

This booklet, the fifth in a series of eight describing the University of Nebraska-Lincoln and Lincoln Public School System Tenth-Cycle Teacher Corps program, discusses the basic characteristics of the inservice teahcer education component of the program. This inservice effort was developed to complement the ongoing staff development activities of the school in which the Teacher Corps program operated and to supplement a variety of independent activities conducted at the University, which had no organized inservice program. Eight basic principles of the inservice education model are described and illustrated by examples: decision making, needs assessment, voluntary participation, multiple delivery systems, on-site application, formative and summative evaluation, and leadership. Seven basic delivery systems were used to provide activities to teachers, interns and aides: (1) semester courses at school site; (2) individualized modules or mini-courses; (3) curriculum building; (4) team teaching by university personnel; (5) teacher center activities; (6) workshops; symposia, and retreats; and (7) staff development meetings. (MJB)

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LINCOLN TEACHER CORPS

IMPROVING LEARNING OPPORTUNITIES

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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5 Inservice Innovations

IMPACT SERIES

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SP011 881

FOREWORD

The Lincoln, Nebraska Teacher Corps Project is pleased to present its Cycle 10 report through this IMPACT Series. Booklets 1-7 present a descriptive report of project themes and processes (models) while Booklet 8 presents a research report of results obtained with learners, teachers and community personnel.

The impact of Teacher Corps activities upon individuals and institutions is evident from the data reported, hence this IMPACT Series. Following Booklet 1, which presents an overview of the entire project, each booklet presents a major theme developed, implemented and refined in the Lincoln Teacher Corps. Generally, these themes have been implemented through models--recommended processes and/or structures which have proven effective in achieving desired outcomes. Each booklet is designed for use in instructional settings, in disseminating Teacher Corps principles and practices, and in reporting outcomes and recommendations.

The Lincoln Teacher Corps truly has been a team effort. School, community and university personnel have worked together effectively to achieve project goals. Sincere thanks go to all who shared in the Cycle 10 project. By sharing and serving others, we have discovered desired results in ourselves as well as in those we served. We look forward to new sharing/growing experiences in Cycle 12 Teacher Corps.

John Lux
Director

Inservice Innovations

Introduction

The Lincoln Teacher Corps Project provided a comprehensive competency-based teacher education program for experienced teachers, teacher trainees and aides. It recognized the importance of a strong preservice program for NUSTEP (Nebraska University Secondary Teacher Education Program) students, student teachers and graduate interns. Its primary focus, however, was on inservice education, reflecting the 10th Cycle shift in Teacher Corps emphasis to the inservice phase of teacher education.

Goodrich Junior High School provided an excellent site for inservice activities. The teachers and administrators were active in the Lincoln Public Schools staff development program, had a teacher assigned half-time to serve as the building staff development leader, and they completed a yearly needs assessment to determine inservice needs and interests for the next school year. It was relatively easy, therefore, to incorporate the Teacher Corps inservice thrust with the ongoing program. The Project's aim was to strengthen the staff development opportunities for Goodrich teachers and aides rather than to establish a competing program.

In Teachers College (UN-L) there was no organized inservice program, but a variety of independent activities were conducted each year. The Teacher Corps Project

served to organize and sponsor a series of related inservice activities to promote faculty awareness, acceptance, and application of new and refined teacher education concepts and practices.

Inservice Education Model

All inservice activities followed cooperatively developed principles. These principles were not unique, elaborate or "etched in stone," but they established criteria to judge the merits of each staff development request and provide guidelines for planning and implementing the approved activities.

The following model (p. 3) identifies the staff development process used in the Project. This process was built upon eight basic principles which were implemented by one or more of the elements of the model. These principles were:

1. **Decision Making**. Collaborative decision making will be followed. Participants or their representatives will assist in determining focus, desired outcomes, assessment plan, delivery system(s) and leadership for each inservice activity.

   Examples:
   a) Goodrich Junior High School teachers suggested possible university instructors they would like to have for their staff development courses.
   b) NUSTEP instructors and supervisors visited the Teacher Corps site and suggested areas of joint cooperation.

2. **Needs Assessment**. All staff development (inservice) activities will be based upon individual/group needs and interests.

   Examples:
   a) The Goodrich teachers completed a needs assessment in March-April to facilitate staff development planning for the summer and the following school year. These needs and plans were reviewed prior to the start of the second semester.
   b) Needs of community aides were assessed and appropriate assistance provided to enable them to fulfill their tasks effectively.

3. **Voluntary Participation**. All teachers, interns and aides will participate in the staff development program, but a variety of activities will be available on a voluntary basis so that participation in any given activity is entirely up to the individual. Individuals and groups are encouraged to request activities which will enhance the choices available.

   Examples:
   a) Thirty-six Goodrich teachers elected to take graduate courses taught at the site; twenty-seven participated in the summer workshop at Goodrich; thirty-eight participated in team meetings at which the Teacher Competency Profile was analyzed.
   b) Two University instructors volunteered to be trained as L.O.F.T. teachers. They in turn trained ten university and seven Goodrich

Staff Development (Inservice) Model

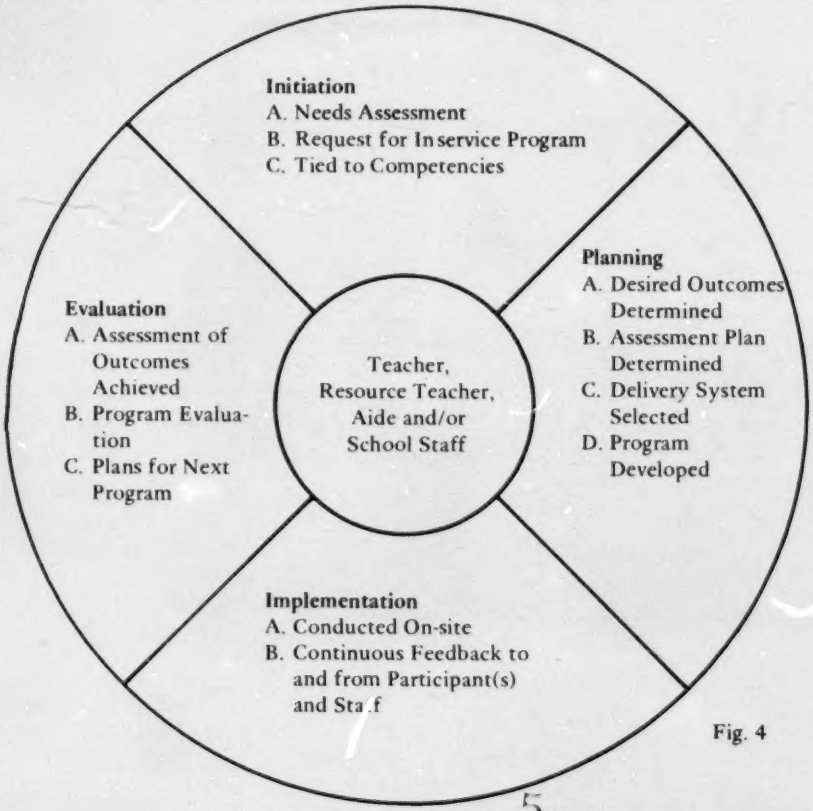


Fig. 4

teachers in a subsequent workshop.

4. **Desired Outcomes Stated as Teacher Competencies.** Staff development activities are designed to develop and improve teacher competencies. Each activity will focus on one competency or cluster (group of competencies with a common theme). The activity will specify desired outcomes and the assessment indicators acceptable for each outcome.

   Examples:
   a) Each new instructional module included desired outcomes the participants were expected to demonstrate. For each learning outcome, an assessment plan was indicated.
   b) Job targets for interns and experienced teachers were stated in terms of specific competencies to be demonstrated.

5. **Multiple Delivery Systems.** Staff development activities will be delivered through the system selected as most appropriate and useful for the situation. Options will include variations in time, materials, leadership, and process to best match the learning styles and particular needs of the participants.

   Examples:
   a) Seven different delivery systems were in operation at Goodrich Junior High School. They are explained in the next section of this booklet.

6. **On-Site Application.** The staff development activities will be available on-site whenever possible with ample opportunity for immediate application. Activities not held on-site will be in an informal, non-threatening environment.

   Examples:
   a) All seven delivery systems were in operation at Goodrich during the project.
   b) A mainstreaming retreat was held off-campus to provide an uninterrupted, informal setting.

7. **Formative and Summative Evaluation.** Each staff development activity will include a strong feedback loop, will assess the process as well as the product, and will report its outcomes along with recommendations for program revisions and further activities based on new needs.

   Examples:
   a) Feedback on competency demonstration was provided interns at the end of each contract and academic quarter.
   b) Assessment data from the first semester graduate course aided in planning the second semester courses.

8. **Leadership.** Leadership for each staff development activity will depend on the need identified, delivery system selected and competencies to be demonstrated. Leadership may come from the

university, the school system, the school, the community, or from outside Lincoln.

Examples:

a) A team of university and public school instructors taught the first semester course on junior high classroom management practices.

b) The MINK (Missouri, Iowa, Nebraska, Kansas) Teacher Corps Network provided leadership for community, multicultural, leadership styles and exceptional child workshops for university and Goodrich personnel.

Inservice Delivery Systems

Seven basic delivery systems were used to provide staff development activities to teachers, interns and aides. Within each system were both human and material resources. The selection and development of any particular system rested with the participants and the system was modified as it progressed through the activity.

The seven delivery systems in operation during the Teacher Corps Project were:

1. **Semester Courses at School Site** (Goodrich Junior High School). Teachers and interns suggested graduate courses they desired. The courses might be something already taught but which could be brought to the school and made applicable to the local setting. Or they might be new or revised courses taught specifically for the teachers and interns (not taught on-campus at that time).

Examples:

a) Secondary Education 896 - 3 credits - Problems in Secondary Education (Focus: Junior High School Classroom Management Practices)

b) Educational Psychology 879 - 3 credits - Psychology of Exceptional Children

c) Elementary Education 811 - 3 credits - Improvement of Instruction in Reading

d) Educational Psychology 890 - 3 credits - Workshop Seminar in Educational Psychology (Focus: Home, School and Pupil)

2. **Individualized Modules or Mini-Courses.** Teachers, interns and aides selected and worked through one or more instructional modules. Each module centered on a competency and provided opportunities to analyze, practice and demonstrate a part or all of that competency. Many teachers established job targets with specific mini-courses or modules used as their means to achieve the job targets.

Examples: Twenty-eight modules were developed under the sponsorship of the Teacher Corps Project. Examples of these include:

a) Identifying Sources of Behavior Problems in School Settings

b) Experiences in Understanding Feelings as Causes of Behavior

c) Using the Diagnostic-Prescriptive Profile

d) Parent Conference Triad

e) Prescriptive Teaching III - Contingency Contracting

Curriculum Building. Goodrich teachers and teaching teams developed a series of instructional units/courses which were used at Goodrich Junior High School. This process of curriculum building reinforced the principles of individualized/personalized instruction using the diagnostic-prescriptive model and using resource personnel to assist in instruction.

Examples: Eighteen curriculum plans were completed. A few of these include:

a) Interdisciplinary units for Basic Studies and Reading
b) Redesign of unit on "Independence" to include career and multicultural materials
c) Development of mathematics materials to emphasize cultural awareness
d) Development of AV, photography, science, art, health and biology units for DLP (mentally handicapped) program
e) Interdisciplinary units on career education, multicultural education and personal-social growth

Team Teaching. University personnel joined teams at Goodrich enhancing the learning opportunities for the junior high school students. At the same time, this delivery system provided inservice experiences for all members of the instructional team. The sharing of common experiences, the building of joint instructional plans, and the team relationship developed increasing trust and mutual respect. With this delivery system, opportunities abounded for demonstration activities, dissemination possibilities and improved collaborative endeavors.

Examples:

a) A university music supervisor joined a Basic Studies team to share in the teaching of African cultures
b) Creativity activities were developed and implemented by a team of University-Goodrich teachers

5. **Teacher Center.** This system provided individual assistance to teachers, interns, aides and teacher trainees. While the Teacher Corps Project had a "center" at Goodrich Junior High School to facilitate individual and small group conferences and consultation on specific issues, this system was viewed more as a *concept* than as a *place*. The *concept* reflected a desire to assist with concerns and needs when they arose by providing materials and people to help. The Center sought to follow the diagnostic-prescriptive model in its operations.

Examples:

a) A special "digitor" program was desired to assist mathematics learners with basic computational skills. The Teacher Corps interns established this program which aided the

teacher trainees.

b) A "pool" of community aides and volunteers worked out of the Teacher Center to provide additional adult manpower to help teachers achieve desired objectives.

6. **Workshops, Symposia and Retreats.** A variety of short-term staff development activities were arranged to meet specific needs. Time, materials, leaders and format differed according to school or group needs, but all activities of this type sought to focus attention on one issue, provide an overview and possible actions, and give the participants ideas and materials to use in their own situations. While several of these workshops have been with participants outside of Lincoln or the university, others were conducted solely for Goodrich teachers or for university personnel, or the two gathered together as a team of interested educators.

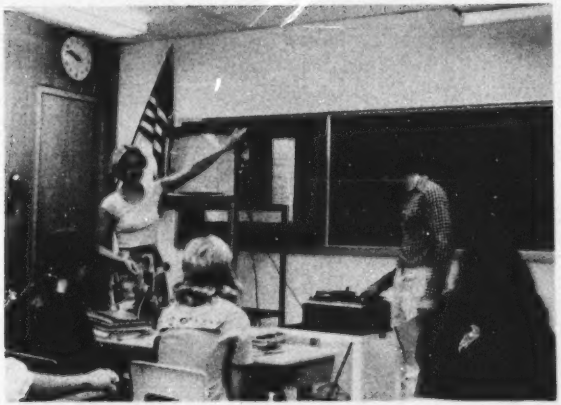
   Examples: Twenty-seven different workshops, symposia and retreats were sponsored by the Teacher Corps Project or held with other agencies (e.g., MINK Network, State Department of Education). Intensive input and practicum sessions for 2-5 days characterized this delivery system. Among these activities were:

   a) Leadership Styles Workshop
   b) Community Awareness Workshop
   c) Mainstreaming Retreat
   d) Educational Alternatives Symposium
   e) LOFT Training Workshop

7. **Staff Development Meetings.** At various times during the project, the Goodrich staff, the Department of Secondary Education (UNL) and other interested individuals held staff development meetings to develop awareness, project future plans and implement decisions reached. In addition, numerous presentations were made to other interested groups to explain Teacher Corps and its activities. While limited in impact, these presentations often led to more extensive activities resulting in one of the above systems.

   Examples:

   a) A multicultural theme was presented to the Goodrich staff on one of its staff development days. Follow-up activities included curriculum revisions, multicultural calendars, etc.
   b) A presentation was made to the Department of Secondary Education Curriculum Committee explaining the proposed competencies for secondary teachers. After thorough analysis, the Committee recommended approval of the competencies to the department. The competencies were approved for use by the department.



Lincoln Teacher Corps Project

Goodrich Junior High School

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